



Sherwood Park School
Inspiring Autonomy and Excellence

WELLBEING OFFER



Wellbeing Offer

Our School Ethos - Wellbeing within an Embedded Trans-disciplinary Offer

This offer should be read in conjunction with the Sherwood Foundation School (Sherwood Park Campus, Sherwood Hill Campus, and Sherwood Manor Campus) teaching and therapy offers.

Wellbeing encompasses the state of being healthy, happy, and comfortable, encompassing physical, mental, emotional, and social aspects of life. It's about how people feel, how they function, and how they view their lives, both personally and socially. Our wellbeing practitioners work in a trans-disciplinary way as an integral part of the school team to support positive pupil wellbeing in order that we can meet their EHCP and learning outcomes, as well as to enrich and enhance their life experiences. Our wellbeing offer supports us to provide a strengths-based, wellbeing-centred education, rooted in Self-Reg, that celebrates, challenges, and empowers our students to belong, self-advocate, and move forward with purpose, ready to succeed as adults.

Our wellbeing team works together with the teaching and Cognus therapy staff at all levels of our school to enable a trans-disciplinary approach. This ensures that the people around the child/young person share skills, use consistent approaches, and are equipped to deliver the universal and targeted services described below effectively.

Introduction to Our Wellbeing Team

The wellbeing team consists of wellbeing practitioners based at each campus. The team is led by a lead wellbeing practitioner who works across both sites under the guidance and leadership of our Head of Strategy & Transdisciplinary Working, supported by the Heads of School.

Our wellbeing offer is achieved through wellbeing practitioners and parent liaison officers working alongside DSLs, families, teaching staff, therapists, and outside agencies to embed wellbeing outcomes and interventions into meaningful, functional activities within the home and school environment. Supporting our learners and their families to live pleasant, meaningful lives is central to our learning environment. It is therefore important to acknowledge that our starting point is well-being.

The Well-being and parent support team aims to:

1. To provide support, coaching, and training for parents of children with well-being needs to ensure carryover of approaches between home and school. This also includes sibling support where appropriate.

2. To provide well-being support in school for pupils at universal, targeted, and specialist levels
 - a. Train and support staff to embed a universal well-being offer rooted in our LEARN values and the practice of Shanker Self-Reg
 - b. Lead on the robust assessment of wellbeing needs for pupils who are struggling to cope in school (including Assessment of Lagging Skills and Unsolved Problems (ALSUP) and wellbeing assessment and access to forest school when possible)
 - c. Promoting and embedding proactive support to support positive wellbeing and prevent the use of restrictive practices
 - d. Introduce, train, and support the use of more targeted and specialist well-being interventions (for example, play therapy, DIR-Floortime, rebound therapy)
 - e. Support teaching staff in complex risk assessment and enabling community access for all pupils
 - f. Facilitating and supporting extra-curricular activities and school trips (including residential)
 - g. To ensure the use of robust monitoring systems for well-being support
 - i. data collection
 - ii. incident and accident recording
 - iii. reporting systems
3. To provide a contact point between the school and parents, and linking the wellbeing of parents and pupils, providing a link between wellbeing and safeguarding
4. To prioritise close collaboration with parents/carers. We also work closely with the NHS nurses and NHS therapists who work on site and with other outside agencies, including the Child and Adolescent Mental Health Service (CAMHS), social care, Mencap, and respite services.

Delivery of the Wellbeing Offer - Three Tier Model

The Sherwood Foundation School teaching, wellbeing, and therapy services team provides support based on the widely recognised three-tier model (Gascoigne, 2006). This is provided alongside the school's core teaching offer, given that every child within the school has a high level of need and requires specialist provision outlined in their Education and Health Care Plan (EHCP) to varying degrees throughout their educational lives. This model is delivered within the context of a transdisciplinary approach and is described below.

Levels of Provision



Specialist Provision
Intervention is directly delivered by a wellbeing practitioner (crisis intervention support, community support, specialist interventions, parent coaching, and support).
Targeted Provision
Provision delivered by key members of the school staff or parents who are specifically trained in the technique(s) by members of the teaching, wellbeing, and therapy team.
Universal Provision
Provision delivered by all school staff and parents (where possible) to all children who attend our school. This offer is developed in collaboration with the school's teaching and therapy team
Core Provision
Well-being is always considered with high importance as part of the core offer (statutory processes) provided by wellbeing practitioners for all children in the school.

Core Offer

All of our learners are viewed as having specialist-level needs through their EHCP; therefore, the school's core teaching offer surrounds our provision and is designed to ensure that every child and young person has access to the essential services they require to support statutory processes. This includes data reporting, essential safeguarding support, child and family in need support, and transition support, including handovers between groups and classes.

Universal Provision

Our universal provision empowers school staff and parents to use a range of best practice teaching, wellbeing, and therapy strategies and techniques embedded within daily routines to ensure high-quality support for all children and young people at Sherwood Foundation School.

Universal Provision includes:

- Wellbeing-friendly environments
- Access to and training in the use of wellbeing equipment, techniques, and strategies
- Teacher, therapy, and parent training, coaching, and collaboration
- Input within policies and documents
- Curriculum development
- Universal documents and profiles (e.g, risk assessments, regulation profiles).

At this tier, the wellbeing practitioners and family support workers work collaboratively with teaching & therapy staff, parents and external agencies, ensuring that we place wellbeing, regulation and autonomy at the heart of learning within our provision. All of our learners receive this level of support.

Targeted Provision

Targeted wellbeing support aims to build learner, parental, and staff capability through modelling specialist strategies. This allows for embedding more individualised wellbeing strategies into the learner's/family's daily life. This also supports the targeted wellbeing provision becoming universal within the whole school community over time, reducing the need for specialist provision or allowing for new specialist interventions to be introduced.

Targeted provision includes:

- Interventions that have been established with the help of a wellbeing practitioner but have become self-sustaining within settings (e.g., wellbeing strategies & supports, community programs)
- Strategies delivered by school staff or parents with ongoing support from the wellbeing practitioner (e.g. delivery of complex wellbeing/regulation plans/ restrictive practice plan) and family liaison officer
- Providing additional training to upskill the team/ parent for them to reduce risks or to continue supporting the development of new skills in the learner/ group of learners (low arousal - Studio 111, de-escalation, risk assessment, Self Reg, Forest school sessions)
- Intervention from experienced well-being practitioners and family liaison officers to assess, trial, and monitor strategies/support that can be delivered by staff, assistants, and/or parents (including targeted crisis support, rebound therapy, LEGO therapy, wall climbing, community access)

All of our learners receive this level of support at different times and different levels of frequency/ intensity.

Specialist Provision

Specialist provision is required for learners who have a high level of need and where universal and targeted provision cannot meet this need. This level of provision is provided with the aim of reducing the impact or risk of the child or young person's difficulties, while building the capabilities of the team to support them at a targeted or universal level in the future, where possible. Our specialist wellbeing provision and family liaison provision includes:

- Specialist wellbeing assessment, including wellbeing meetings and ALSUP assessments
- The development and use of highly specialist wellbeing interventions primarily focused on increasing feelings of safety within the learner, developing trusting relationships with adults, and improving their capacity to engage and participate in learning across contexts (including Play Therapy, Therapeutic Listening, etc).
- Specialist support to improve well-being and reduce the learner's anxiety & stress, reduce risks to the learner and/or those around them (including complex in-the-moment

- risk assessments, complex and sustained crisis support, restrictive practice plans)
- Support to enable community access or to develop robust community support plans
 - Working closely in collaboration with the family and within a wider multi-agency team to support health needs.

Progress Monitoring

Progress is monitored in a range of ways, including:

- **Learner's voice** (communicated verbally/AAC/visual supports and through increased well-being, engagement, and more regulated emotions /responses)
- **Parent/ caregiver voice** through meetings and feedback
- **Teacher's voice** – feedback on positive impacts
- *Short and long-term **EHCP outcomes** through progress monitoring, moderation, and evidence for learning*
- **Review of assessment/outcome data** following wellbeing meetings and ASLUP assessments
- Measuring outcomes based on the number of incidences & use of restrictive practice, changes in risk assessment, **data, progress data via SLEUTH**
- Input into the school's **LEARN Risk, Provision, Progress Tracker**
- **Feedback** from stakeholders, e.g., caseworkers, CAMHS, social care, respite services